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VOCATIONAL EDUCATION IN OREGON, ANNUAL DESCRIPTIVE REPORT 1965-66.

BY- MINEAR, LEON P. AND OTHERS
OREGON STATE DEPT. OF EDUCATION, SALEM

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THIS REPORT DESCRIBES OCCUPATIONAL EDUCATION PROGRAMS AT SECONDARY, POST-SECONDARY, AND ADULT LEVELS. A STATE EMPLOYMENT SERVICE SURVEY PROVIDED PROJECTIONS OF NEEDS IN VARIOUS OCCUPATIONS FOR COMPARISON WITH 1965-66 ENROLLMENT FIGURES. MOST OF THESE ANTICIPATED NEEDS ARE BEING WELL MET AND OTHERS, SO FAR, ONLY PARTIALLY. CURRICULUM GUIDES, WHICH ARE BEING PREPARED IN SUCH FIELDS AS LANDSCAPE HORTICULTURE, OFFICE EDUCATION, ELECTRICITY/ELECTRONICS, GRAPHICS, AND CONSTRUCTION, WILL BE AVAILABLE TO ALL HIGH SCHOOLS WANTING THEM IN ORDER TO SIMPLIFY SETTING UP THEIR OWN PROGRAMS. INCREASED ARTICULATION IS EXPECTED BETWEEN COLLEGES AND HIGH SCHOOLS. TEN COLLEGES AND THREE HIGH SCHOOLS NOW OFFER POST-HIGH SCHOOL VOCATIONAL PROGRAMS. IN THE HEALTH FIELD, CURRICULUMS ARE BEING DEVELOPED FOR MEDICAL ASSISTANTS, PRACTICAL NURSES, ASSOCIATE DEGREE NURSES, THERAPY ASSISTANTS, AND MEDICAL RECORD TECHNICIANS. TRADE AND INDUSTRIAL PROGRAMS COMPLETED OR UNDER WAY INCLUDE FARM EQUIPMENT SERVICE, POWER SEWING, MARINE TECHNOLOGY, DRILL OPERATION, LOG SCALING, FIREFIGHTING (ESPECIALLY FOR FOREST PROTECTION), CUSTODIAL SERVICE, LAW ENFORCEMENT, OFFICE AND AUDIO-VISUAL EQUIPMENT USE, WELDING, AND AUTOMOTIVE MECHANICS. PROGRAMS OF SIMILAR SCOPE AND PRACTICALITY HAVE BEEN OR ARE BEING DEVELOPED FOR ADULT SUPPLEMENTARY TRAINING AND FOR THOSE WITH SOCIOECONOMIC OR ACADEMIC PROBLEMS. THE SPECIAL DIFFICULTIES OF STAFFING AND THE PROBLEMS OF FINANCING ARE ALSO REPORTED. (HH)

ERIC

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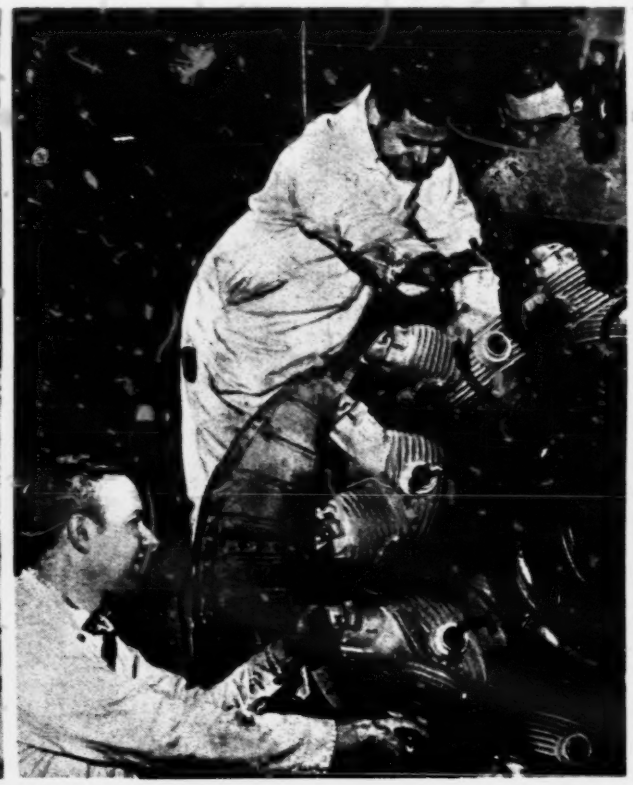

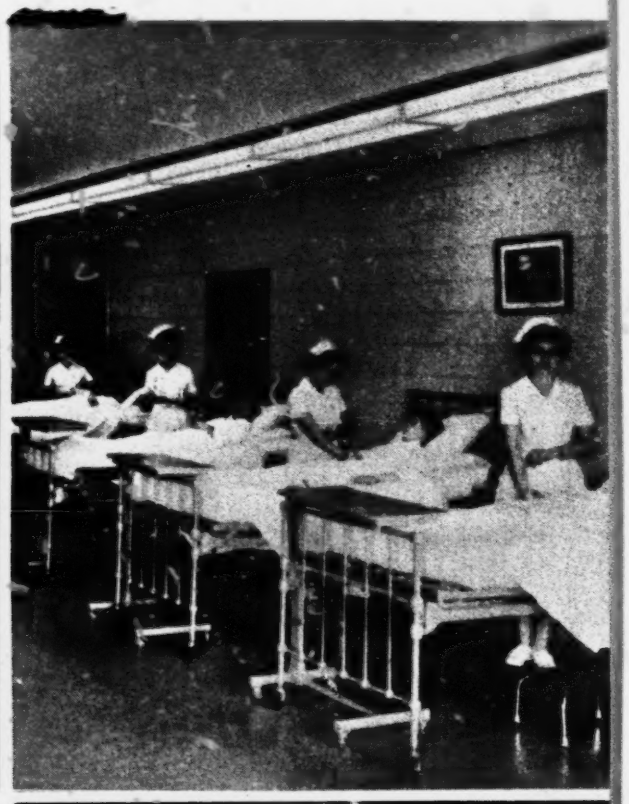

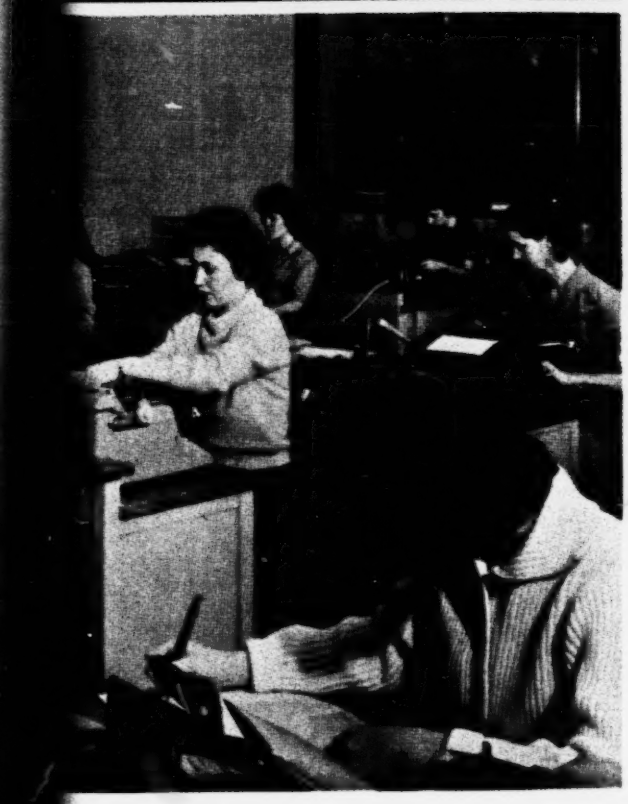

STATE DEPARTMENT OF EDUCATION
DIVISION: COMMUNITY COLLEGES AND VOCATIONAL EDUCATION

LEON P. MINEAR
SUPERINTENDENT OF PUBLIC INSTRUCTION
SALEM, OREGON 97310

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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VOCATIONAL EDUCATION IN OREGON 1965-66

ANNUAL DESCRIPTIVE REPORT

of

PROGRAM ACTIVITIES

for

FISCAL YEAR ENDING

June 30, 1966

by

The State Department of Education
Division of Community Colleges and Vocational Education

Leon P. Minear, Supt., Public Instruction

Robert O. Hatton, Assistant Superintendent

William G. Loomis, Director Vocational Education

FOREWORD

The descriptive report of the Oregon Vocational education program has been developed in general conformance with an outline provided by the United States Office of Education. It will describe the progress achieved for providing occupational education at the secondary, post-secondary and adult levels for those who have need of such education.

Included is an informal review of important developments, trends and a coordinated picture of the total program. Emphasis is placed on state-level operations, statewide developments and those activities for which the State Department is primarily responsible. Very little is mentioned about the activities of all the individual school districts involved in this program, but it should be remembered that these activities that occurred at the local level, where the training was actually provided, is the most significant of all.

This report has been prepared primarily for the United States Office of Education; however, it may be useful to all other persons with special interest and responsibility for developing vocational education programs in Oregon.

Leon P. Minear

Leon P. Minear
Superintendent of Public Instruction

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VOCATIONAL EDUCATION IN OREGON
1965-66

1. Impact of Vocational-Technical Programs on Manpower and Employment Needs in the State:

Vocational education programs were conducted during the year with much greater emphasis being placed on the importance of relating them more closely to manpower and employment opportunities in the state. Information was received in advance from the Employment Service on the total statewide skill survey. This skill survey which accounted for better than 90 percent of the total wage and salary employment in the state gives the number currently employed and number needed to 1970 by specific occupations. In some cases the occupations within the same industry at the same skill level were grouped together.

With this information it has become possible to continue work in developing vocational education programs that are oriented toward meeting the needs of workers in specific occupations or clusters of occupations. A system is being developed for confirming on a continuous basis that vocational education programs are more attuned with the world of work. Preliminary clusters of related occupations that appear to have common knowledge and skills have been developed for secondary education purposes. This was accomplished by identifying the occupations within each cluster, indicating the number employed, and the number needed for each occupation. These occupations are being analyzed for skill or knowledge requirements in order to provide for vocational education programs based on the needs of these occupations.

a. Educational Levels and Groups of Persons Served:

Approximately 17,400 students are enrolled in vocational education programs for gainful employment at the secondary level, which is about 14 percent of the total students enrolled in high schools in Oregon today. This is an increase of about 1,300 over the previous year. The majority of these students are enrolled in agriculture and office education programs. In addition, 7,500 are enrolled in home economics for useful employment.

In 1965 Oregon community colleges enrolled over 25,000 students with a full-time equivalency of almost 8,000. This is an increase of 61 percent over 1964-65 and double the enrollment of 1963-64. Individual student enrollment in vocational education courses exceeded that of lower division transfer courses by better than 5 to 1. However, the enrollment was almost evenly divided on the full-time equivalency basis. The largest enrollment in post-secondary programs was in trade and industrial and technical and office education programs. Including all educational agencies in the state vocational education preparatory enrollment was 29,500 and 20,700 for supplementary education programs for 1966.

b. Occupations or Occupational Fields:

Vocational education preparatory enrollment information by occupations and occupational groups was gathered for the first time this year. This information is not completely accurate and valid, since the enrollment data is based on student occupational objectives, which had to be interpreted by the instructors of the various educational agencies. However, it does indicate the impact of some vocational education programs in some occupational areas. For example, the following occupational needs are at least partially being met as indicated in the following:

Occupations	1965-66 Vocational Enrollment	1970 Need
Agriculture Production	4,647	4,085
Agriculture Services	903	480
Agriculture Equipment or Machinery	319	1,272
Forestry	51	148
Marketing Occupations	1,404	12,500
Medical Laboratory Assistant	44	92
Dental Technician	13	
Dental Assistant	101	282
Practical Nurse	332	251
Clerical	2,935	12,792
Bookkeeping	2,828	4,894
Stenographic	3,481	3,018
Highway Engineering Aide Technician	178	118
Computer Programmer	86	60
Draftsmen	447	574
Electronic Technician	383	197
Detectives and Policemen	210	643
Machinists	297	912
Welders	202	495
Electricians, NEC	150	488
Airframe & Powerplant Mechanic & Repairmen	72	183
Auto Mechanics	593	882
Auto Body & Fender	85	262
Electronic Mechanic	247	312
Industrial Mechanic	181	185

Source: Oregon Department of Employment Skill Survey

c. Different Areas in Communities of the State:

Oregon's largest labor market is the Portland Metropolitan Area which includes Multnomah, Washington, and Clackamas counties with a population of 780,000 and the Willamette Valley area with a population of 510,000. These two areas provide employment for about two-thirds of Oregon's workforce. Coastal, southern and eastern areas of the state which are most sparsely populated make up the other third of the employment opportunities. Vocational education enrollments in these areas follow the same pattern very closely.

2. Extent to which Program Objectives for Expanding and Improving Vocational and Technical Education for High School Students Were Achieved During the Past Year:

Growth of the vocational programs at the high school level is indicated by enrollment statistics which show an increase from 23,691 students enrolled in vocational programs in 1964-65 to a total of 24,821 in 1965-66. These figures which include enrollment in office education show an increased enrollment of 1,130 students in grades 9-12.

Based on a projection of high school enrollment it has been planned that by 1975 vocational programs need to be expanded to provide occupational education for 40,000 students in grades 11-12 with a large percentage of the increase taking place in the immediate future. This projection is based on the assumption that at least 50 percent of the students in grades 11 and 12 can benefit from vocational-technical programs in high school.

Because of the population distribution in the state, providing vocational education for youth in the sparsely populated areas continues to be a special challenge. At the present time there are 219 high schools in the state with 70 such schools enrolling 75 percent of the students while 149 schools enroll the remaining 25 percent.

Local districts have been encouraged to coordinate vocational program offerings on an area basis, thus collectively providing sufficient student potential for the economical operation of vocational programs. Planning was continued during the year for ultimately expanding the number of area high school facilities from 2 to 20. Three areas were involved in planning coordinated vocational-technical facilities during the year. They were the Portland School District which has twelve high schools, the Milwaukie Union High School District with three high schools, and Jackson County with some seven separate school districts concerned.

The limited availability of funds for constructing and operating area vocational facilities has hampered the efforts to provide such programs.

Under the leadership of the state staff a number of suggested vocational education curriculum guides for secondary curriculum patterns are being prepared. These guides are being directed toward broad based curriculums aimed at a cluster of closely related occupations for which vocational programs can be developed at the high school level. It is intended that, whenever practical, the curriculum patterns so developed will be articulated with the post-high school vocational-technical offerings at the community colleges in the state.

The development of the curriculums is being carried out by vocational education personnel and persons from business, industry, and agriculture who are intimately associated with the occupations for which the curriculums are designed. Examples of the occupational areas for which guides are being developed are landscape horticulture, office education, electricity-electronics, graphic reproduction, and building construction. It is planned that once developed, the curriculum guides will be available to those schools interested in establishing vocational programs,

to simplify the initiation of these programs, and to provide criteria for evaluation.

Agriculture

To meet the needs of agricultural employment, a new curriculum pattern has evolved for vocational agriculture. The core of the curriculum will continue to be production agriculture, much of which will be gained through experiences with crops, livestock, and mechanics, in the school laboratory or on the farm. Emphasis is being placed on the basic principles which prepare students for both on-farm and off-farm employment.

Supervised occupational experience is an integral part of the instructional program, and all students enrolled in vocational agriculture are expected to plan and participate in supervised occupational work experiences. Such experience consists of production enterprises, farm placement, or cooperative placement experiences in off-farm agricultural establishments.

In the past year 94 secondary vocational agriculture programs with a total enrollment of 6,179 students were conducted which required the services of 110 instructors. To date, 33 high schools have submitted proposals for expanding programs to include instruction for off-farm agricultural occupations.

A new agriculture curriculum in landscape horticulture was established in the Portland Public Schools System. Three of the 12 Portland high schools -- Jefferson, Franklin, and Marshall -- are participating in the program. The area instructional center for the curriculum has 17,000 square feet of greenhouse space plus nursery grounds and classroom facilities.

At the present time 39 agriculture programs operate school farms, 7 have nursery laboratories, 18 have land laboratories, 17 have greenhouses, and 13 have forest laboratories. This past year three school districts employed full-time adult teacher aides to supervise the land laboratories.

Office and Clerical

During the year office education programs were operated in 40 high schools in the state under the provisions of the 1963 Vocational Education Act. A total of 8,771 students were enrolled in 11 office education subjects. During the year the school districts in Albany, Ashland, Cascade, Eugene, Grants Pass, Gresham, Hermiston, La Grande, Lebanon, Newport, Milwaukie, Silverton, Springfield, and Tigard received approval to operate programs under the 1963 Act.

Improvement in office education programs has taken place with the addition of equipment for teaching shorthand classes. The State Department has cooperated with 15 high schools in the purchase of dictating and transcribing equipment for shorthand laboratories.

In addition to equipment purchases to upgrade business education, developmental work was done on an office education curriculum manual for secondary schools in the state. It is anticipated that by the spring

of 1967 the manual will be made available to school administrators interested in initiating, expanding, and improving such programs in their schools. The manual will encompass the newer concepts in office education such as accounting systems and data processing.

Distribution and Marketing

The distributive education program in the state realized an increase of 65 percent over the previous year. The number of students increased from 928 in 1964-65 to 1,422 in 1965-66. The increase was a direct result of additional funds being made available for the program and a revision of the program in the participating schools.

During the year plans were made for starting new distributive education programs in Coos Bay, Albany, Springfield, Taft, and Newport. Existing programs were improved with the addition of simulated stores and equipment.

A publication presenting developmental work in distributive education entitled "Suggestions for Curriculum Development in Distributive Education in Oregon High Schools" was prepared as an aid toward the development of an articulated program in distributive education from the high school through the community college. Plans were also made for the development of a suggested curriculum guide for secondary schools. The work on the curriculum guide will continue next year and will culminate in a formal program and curriculum manual for the use of school administrators and instructors. It is anticipated that the manual will be ready for use by school administrators in March 1967.

Diversified Occupations

The need to provide vocational education for students in small high schools stimulated the interest in expanding the diversified occupations program in the state. Guidelines for initiating D. O. programs were drawn up and published in the State Guide for Secondary School Administrators. One State Department staff member was assigned the responsibility of coordinating the revision of the program.

To stimulate interest in diversified occupations programs, the state staff, along with special consultants who have had recent experience with most of the local D. O. programs, met with school administrators in northwestern Oregon counties. As a result of the interest shown by these school administrators, three special workshops for 51 selected high school teachers were held. The purpose of the workshops was to develop the teacher's capabilities to serve as teacher-coordinators and D. O. teachers in the local schools.

During the latter part of the year five diversified occupation cooperative work-experience programs were being developed in local high schools in three counties. Four schools in Columbia County are cooperating on a coordinated program whereby a full-time D. O. coordinator who will coordinate the programs in the four cooperating schools and serve as a consultant to the local teacher-coordinators.

Provisions were made for the development of a guide for supervisors and instructor-coordinators of work-experience programs at the secondary and

post-secondary levels. The information necessary for initiating and coordinating work experience programs as well as the necessary contractural agreements between school, student, and employer will be included in the state guide.

Trade and Industrial

Extensive planning resulted in the establishment of six new trade and industrial curriculums in high schools not previously offering vocational education. Three schools started broad based electricity-electronics vocational curriculums; two schools initiated curriculum patterns aimed at the cluster of mechanical occupations; and one school instituted a program for students who plan to enter occupations closely related to metal working.

A cooperative effort between Clatsop Community College and surrounding high schools in Clatsop County resulted in vocational instruction on the college campus for high school students. The college facilities and instructors were utilized for instruction of occupational specialty courses in auto mechanics and electronics. The students are transported from their local schools to the college on a part-day basis. High school credit is granted for the instruction and experiences received at the college.

During the year a pilot electronics program involving coordinated curriculum development and instruction was planned for the Springfield High School. The instructor responsible for the courses in the electronics curriculum will spend a portion of the school year developing curriculum and course materials. The materials developed will then be used and tested by this instructor in an actual classroom situation. This plan will be cyclical in nature with curriculum development and classroom teaching of the materials taking place alternately.

The initiation and the expansion of trade and industrial programs were encouraged in schools where student enrollment appeared large enough to justify the necessary expenditure. A number of small schools were encouraged to develop cooperating programs with other high schools within reasonable commuting distance. By this means a larger student potential for trade and industrial programs will be drawn together to make the operation of the programs more feasible.

Health Occupations

A curriculum for students preparing to enter one of the health occupations, or to continue health occupations education at a post-high school institution, was developed for high school students. As a result of preliminary planning it is anticipated that at least two high schools will initiate this vocational curriculum in the ensuing year.

A special high school program in health occupations was initiated and conducted for students with special needs. The hospital aide program included cooperative work experience in a number of selected occupational areas. Further description is included in this report under programs for persons with special needs.

Home Economics

The homemaking programs in the 68 schools approved for reimbursement enrolled 7,200 students taught by 84 instructors. These programs continue to offer a minimum two-year broad homemaking program, with a possible third and fourth years available in most schools. A definite trend toward advanced specialized one-year or one-semester courses seems to be an emerging pattern. Requests for more help in developing this type of curriculum are constantly being received.

The increase in wage earning classes was slight. Two high schools started new programs, and a second class was added by each of two schools which had wage earning programs continuing for the second year. Classes identified as exploratory the first year were reidentified the second year with specific occupations, i.e. Homemaker Aide and Food Services.

Enrollment in wage earning offerings at the high school level increased from 153 to a total of 177 students, including eight boys enrolled in a second year curriculum. With the exception of one school, which did not continue to offer the wage earning program due to lack of interest in on-the-job employment, the classes for gainful employment were received with greater enthusiasm the second year. Some schools had requests for more sections but could not offer them due to limited facilities and lack of qualified instructors. Courses offered for gainful employment in six high schools this year included Culinary Careers, Foods-Related Occupations, Homemaker Aide, Commercial Foods, Commercial Clothing, and one pre-employment course including on-the-job work experience for students with special needs.

3. The Extent to which Program Objectives for Expanding and Improving Vocational-Technical Programs for Post-High School Students Were Met:

Presently, there are ten community colleges and three high school districts offering post-high school vocational programs. Planning continued during the year on several new community colleges which when completed will bring the total number to 18 in the state.

Mt. Hood Community College, new this year, will begin classes in the fall term offering college transfer courses and a limited number of vocational programs. A special community college district has been formed in Clackamas County where vocational-technical education programs will begin during the 1966-67 academic year.

Vocational education expansion and improvement at the post-secondary level is indicated by the increased enrollment in existing curriculums and by the number of curriculums being added at the various institutions. Vocational enrollment in preparatory programs in community colleges has increased from 17,087 in 1965 to 20,661 in 1966.

Agriculture

Plans were made for a new agriculture curriculum for farm equipment service occupations to be initiated at Lane Community College. The curriculum was developed with the advice of a special state-level advisory committee consisting of farm equipment dealers and representatives of

manufacturing in response to a recognized need for employees in this industry. A statewide survey indicates a need for 1,272 additional workers in farm equipment sales and service occupations.

Treasure Valley Community College has planned curriculums in landscaping and public grounds management and outdoor recreation and conservation technology which are to be added to the curriculum offerings next year. The recently formed Mt. Hood Community College has also done some preliminary planning for the establishing of a landscape horticulture curriculum in the coming year.

Health Occupations

A one-year Medical Assistant curriculum was instituted at Salem Technical-Vocational Community College in the fall of 1965. The curriculum is designed to prepare individuals to perform supporting duties in medical offices, such as assisting with physical examinations, serving as receptionists, and other office responsibilities. Eighteen students completed the one-year program which was developed cooperatively by the staff of the State Department and the college. Curriculum development and revision was carried out concurrently with the operation of the program so that continued operation will more fully meet the needs of future students enrolling in this course.

Even with increased enrollment in the practical nursing programs of 136 over the previous year, the need for practical nurses continues to be unmet due to expansion, extension, and improvement of health care services. Cooperative planning by the state staff, local institutions, and the Oregon State Board of Nursing personnel was carried out with the express purpose of increasing enrollment and the improvement of instruction.

Plans were made during the year to initiate practical nurse curriculums at Umpqua and Mt. Hood Community Colleges beginning in the fall of 1966. Salem Technical-Vocational Community College and Lane Community College have developed plans to increase the availability of clinical facilities and instructional personnel, which will make increased enrollment a reality in the coming year. Curriculum development work was carried out at Treasure Valley Community College. This work, coupled with the addition of full-time instructional personnel, made an increase in enrollment possible.

Exploratory work leading to the establishment of an associate degree nursing program at Portland Community College in 1967 was completed. An advisory committee was appointed and several meetings were held. Developmental program planning is in process and nearing completion. Services of a knowledgeable consultant were used to assist local staff with the task of defining steps in program development. State staff has worked closely with local staff and the advisory committee. Salem and Lane Community Colleges have also explored the possibility of establishing associate degree nursing programs. These programs will be coordinated with the one developed by Portland Community College.

Exploratory planning has been initiated in program areas of occupational therapy assistant, physical therapy assistant, and medical record technician. Preliminary arrangements have been completed for the formation of a state level advisory committee to assist in developing a pilot occupational therapy assistant training program.

Trade and Industrial

Portland Community College offered a four-week preparatory course in power sewing operation which replaced the previous two-week basic and two-week advanced program. The change provided an improved program which more adequately prepared power sewing machine operators. A total of 57 persons enrolled in the revised course during the year, nine of which were high school girls who were enrolled in a commercial clothing class and attended the power sewing class one-half days for a period of two weeks. More than half of the trainees obtained immediate employment on jobs using power sewing equipment.

A marine technology curriculum offered at Clatsop Community College this past year was the result of cooperation and planning of the State Department of Education, local community college administration, marine technology advisory committee, and specialists in marine technology.

The marine technology curriculum was developed in accordance with findings of a feasibility research project conducted last year. The curriculum was developed to supply the trained technicians needed by the maritime industries. The development of the curriculum at Clatsop Community College is especially suited to the locality as the area's major occupations center around these industries. Instruction within the program includes experiences made available by the proximity of the Columbia River and Pacific Ocean as well as the related marine industries in and around Astoria, Oregon.

The trade and industrial curriculums developed last year are indicative of the diverse manpower needs of Oregon. Two new and very original curriculums were developed by the Salem Technical-Vocational Community College. One is a well drilling operators program, and the other for log scalers. Both programs were developed in close cooperation with the respective industries involved, and include cooperative work-experience as an integral part of the curriculum.

With the assistance of a state advisory committee, which has been studying fireman training needs at the post-high school level for more than two years, a two-year preparatory curriculum leading to an Associate in Science degree was introduced at Salem Technical-Vocational Community College. Twelve students completed the first year. As the program enters its second year, a full-time instructor-coordinator has been employed. A state fireman training curriculum guide to aid in extending the curriculum to other areas of the state is being developed and published.

Because of limited occupational opportunities in the sparsely populated eastern part of the state, it has been determined that one preparatory fire protection program would, for the next few years, adequately serve that part of the state. On this basis, a two-year preparatory curriculum

reflecting strongly the forest protection needs of the area has been planned for Central Oregon College. It is anticipated that the curriculum will be offered in the coming year.

The Oregon School Maintenance Instructors Association, in cooperation with the State Department staff, is exploring the feasibility of initiating either a two-year associate degree or a one-year certificate program for custodians. Tentatively being considered are programs for Portland Community College and one other center in the state.

The Law Enforcement Curriculum, designed to prepare persons for careers in law enforcement occupations and upgrade and improve the competency of employed law enforcement personnel, previously offered at only two community colleges, has been added to the offerings of a total of seven community colleges.

Of the 14 students graduating from the two-year programs initiated in 1964 at Clatsop and Treasure Valley Community Colleges, 12 students entered directly into a job for law enforcement agencies.

Preparatory programs offered at four of the seven centers enrolled a total of 190 preparatory students, twelve of whom are women. Of the number enrolled, approximately one-half are part-time students working at jobs other than in law enforcement. The other three centers offer only adult supplementary courses for employed law enforcement personnel.

This past year a nine-month instructional materials development program was initiated at Portland Community College to train people in the use of office machines, audio-visual media processes, and materials. Most of the people completing the curriculum received immediate employment in the local school system. It is expected that employment opportunities in industry will increase for future graduates. Enrollment in the beginning class was 15.

Other successful programs started at Portland which were requested by local industries to meet their increasing employment needs included:

> Welding curriculum - enrollment in this program has made necessary the hiring of five additional staff members. The curriculum is designed to prepare the student for welding certification.
>
> Automotive Mechanics and Machinist curriculum - these curriculums have had substantial enrollment increase since starting last March, but the growth has been limited by the existing facilities. This problem is expected to be solved in the near future.

Several meetings have been conducted between the staff members of Portland Community College and local high schools. Purpose of the meetings was to increase articulation between the community college and high school programs. It is anticipated that students will be able to earn community college credit through courses offered in high schools in the near future. Special emphasis will be placed on articulating certain curriculums at Benson Polytechnic High School with those at Portland Community College.

4. The Extent to which Program Objectives for Expanding and Improving Vocational-Technical Programs for Persons Already in the Labor Market Were Achieved:

Expansion and improvement in the adult supplementary offerings by Oregon community colleges and secondary schools in the state was realized by an increase and diversification in the types of supplementary education offered for persons already employed. The extent of expansion and improvement in the various instructional areas are discussed below. Total enrollment in adult supplementary programs for the year was 20,661. This is an increase of 3,574 over the previous year.

Trade and Industrial

The total enrollment in trade and industrial adult supplementary courses as compared with the previous year shows a substantial increase. Included in the enrollment figures are supplementary courses in the health occupations field, the technical occupations field, and trade and industrial occupations. In 1965 the total enrollment was 3,256 students. In 1966 the enrollment, excluding apprentice-related instruction, increased to approximately 5,400 students, an increase of nearly 61 percent. The occupational classifications showing the largest growth were in health services and mechanics and repairmen - more specifically in the automotive occupations.

The enrollment in the apprenticeship program has remained relatively stable during the year. Major emphasis has been devoted to upgrading and revising apprentice-related training materials. Those apprentice materials receiving attention and revision were: Carpentry, Sheet Metal Worker, Maintenance Electrician, and Auto Mechanic.

The state staff consulted and worked with the major heavy duty equipment industries in the state and the Bureau of Apprenticeship and Training in developing an apprenticeship training program for heavy duty tractor and equipment mechanics. The need for such a program has been indicated by requests from the major heavy equipment manufacturing and sales firms in Oregon. It is anticipated that the potential apprentice enrollment in a program of this type is likely to grow to 500 apprentices.

A study to determine the implications that new educational techniques, materials, and media will have for providing improved related instruction for apprentices has been initiated. Special attention has been given to the concept of the transmission of related training instruction from a central location in the state to outlying communities.

The expansion of in-service firemen programs in the state is reflected by the activities of two community colleges. Portland Community College, in response to a request from the Portland Metropolitan Area and Multnomah County Area Advisory Committee on Fire Protection, initiated a successful in-service advanced training program in which 180 firemen were enrolled. The committee is preparing evaluative standards for determining credit to be allowed for experienced firemen which would be applicable toward an associate degree in the Fire Science Technology Curriculum being planned by the college.

Similar in-service fire training courses were offered at Salem Technical-Vocational Community College in which 40 fire department officers were enrolled. In addition, basic firemen training courses were attended by a total of 240 volunteer firemen.

Law enforcement adult supplementary courses offered at the community colleges during the year were attended by a large number of persons engaged in law enforcement occupations. Approximately 200 police officers were enrolled in the courses not previously offered in five of the state's institutions. A survey completed in May indicated that 48 percent of those enrolled in the courses intend to complete the requirement for an Associate of Science degree at the various community colleges.

Agriculture

The adult supplementary program in agriculture offered by the secondary school districts continued on approximately the same basis as in the past, although there was a 34 percent increase in enrollment over the previous year. Twenty-seven secondary school districts offered a total of 57 courses in which 774 agriculture workers were enrolled. In addition, three young farmer programs were conducted by these local school districts.

Supplementary adult classes were offered at seven community colleges. A total of 266 persons were enrolled in these classes during 1966. All the needs for adult supplementary education in agriculture were not met, but planning was done on ways to expand and improve the adult supplementary program at the community colleges.

Home Economics

General adult homemaking classes continue to be popular, with a total enrollment of 8,177 students in all types of supplementary homemaking classes. At Portland Community College, where a home economics coordinator is employed, there is a growing demand for parent education courses. Advisory committees assist in promoting these kinds of educational courses.

One community college had a very successful program based upon the University of Chicago's program, "Basic Concepts for Parents," which offered the "Parenthood in a Free Nation" series of courses. Another community college held a series in child development and family relations seminars which included the "Changing Roles of Today's Parents" and "Stepping from Elementary to Junior High School." Requests for repeating these classes have been received.

The community leadership series for PTA groups, offered in the Portland Metropolitan Area for several years, brought a request for a similar leadership course open to other community agencies, i.e., the Credit Union League and Cooperative Pre-School Association. Portland Public Schools, in cooperation with the Department of Special Services, offered Speech and Hearing Program courses for parents of children with "hesitant speech."

Courses entitled "Career Horizons for Women" predominantly for women over thirty-five who contemplate entering or returning to the work force

were offered by Portland Community College. The courses gave the women the opportunity to examine their experience, abilities, and interests in relation to existing or potential job openings. In cooperation with the counseling department at the college, the students were given the opportunity to take tests to assist them in assessing their individual abilities and aptitudes. During the year 153 women availed themselves of this classroom experience and counseling service.

Home economics courses played a significant role in improving the home and family living of parents and children in the Portland Model School Project funded by a grant from the U. S. Office of Education. The Portland Community College supplied the home economics instruction for 463 parents of children living in the city's poverty pockets. A total of 38 classes were offered in the following family living concepts: Increasing the Value of the Food Dollar; Improving Appearance and Hygiene; Family Health, Budget and Management; Beginning Sewing; Explorations in Human Behavior; and Home Problem Solving.

Distribution and Marketing

In response to a demand for adult supplementary education by the Oregon Real Estate Board and persons employed in the real estate business as brokers and salesmen, a new state-suggested real estate curriculum was developed. A complete curriculum manual or guide for initiating and operating a real estate curriculum is in the developmental stage.

The curriculum, developed in close cooperation with the Real Estate Board and a state advisory committee, provides both an occupational preparatory curriculum program and a certificate curriculum consisting of a series of adult supplementary courses designed for persons already employed in the real estate business.

5. The Extent to which Program Objectives for Expanding and Improving Vocational-Technical Education Programs for Persons with Special Needs Were Achieved:

Research studies conducted in the state reflect the need to provide realistic educational programs for a large group of students with socio-economic and academic problems that inhibit maximum development in school. Recent statistics indicate that approximately 22 percent of Oregon youth become dissatisfied with their educational environment and leave high school before completing grade 12. It has been estimated that as many as 25 to 40 percent of the students that do remain in school, because of interest, ability, economic or social problems, achieve little by being there and would drop out of school if it were not for family, peer groups, or social pressures that oppose such action.

Special vocational programs are being developed to provide for these youth the type of meaningful education so important to them at this crucial stage in their life and at the same time prepare them for a productive place in the work force.

Vocational funds have been used, as well as time of the state vocational staff in cooperation with school officials in five geographic areas in

the state and the University of Oregon, to develop a proposed personalized education program for the school dropout or potential dropout. The program is for the out-of-school or the in-school youth, both boys and girls, who have failed to benefit substantially from their high school educational experience. It is designed to reorient, on an experimental basis, a minimum of 19,500 high school age youth with.. the next five year period. After the five year experimental period, the program will be expanded, providing funds are available, to reach and help the balance of the socio-economically and academically deprived youth in the state. Participants in the program will receive intensified guidance and counseling, occupational orientation and instruction, and appropriate on-the-job work experiences. Steps will be taken to identify the students' educational weaknesses and suitable remedial instruction will be included in the reorientation process. For those youth whose living environment is unsatisfactory, adequate home environment will be provided as well as the physical and cultural needs of these underprivileged.

A number of students, considered to have special needs, are served continuously by regular vocational programs. Although such students are recognized and provided with special educational and experimental treatments, they are not set apart or grouped into special categories. It is recognized that these students do exist and are being assisted even though they may not be identified as those being served by the special provisions of the 1963 Act.

Home Economics' Special Needs Programs

Portland Community College, in cooperation with the Department of Special Services, Portland Public Schools, continued and expanded a series of classes for parents of children with "hesitant speech." This program was initiated during the 1964-65 school year. Two series of classes for parents with elementary children were held in two locations within the school district. A new series for high school students and their parents was initiated by the Adult Family Life Education Division of the community college.

Salem Technical-Vocational Community College offered a series of three six-week courses under the topic of Understanding the Child. These courses provided training in day care for persons employed or seeking employment in day care centers and nursery schools. The Willamette Valley Migrant League referred one-third of the 57 enrollees in these classes who were persons with special needs.

A six-week workshop for 12 mothers receiving Aid for Dependent Children was sponsored by Southwestern Oregon Community College. The course was designed to assist mothers to improve their homemaking skills, financial planning, and for self-improvement.

In cooperation with a local planning group, Clatsop Community College provided courses for underprivileged adults. Basic education in reading and writing was correlated with development of an understanding of basic homemaking skills. Nutrition, child care, personal grooming, clothing construction and care, laundering, and the use of household equipment were taught. On request of the men and women in the group, a discussion class in family relations and counseling was included to help the family members understand the role of the family in the school and community life.

Health Occupations' Special Needs Program

A one-year hospital aide program was operated during the year at Jefferson High School in Portland for senior students with special needs. A total of 23 students, boys and girls, were enrolled in the program which may be considered a broad-based approach, since in the program students are introduced to a broad spectrum of health and health related occupations. The learning experiences were carried out in classroom and cooperative work experiences in local hospitals. Students obtained work experience in the following hospital departments: physical therapy, laundry, housekeeping, central supply, maintenance, and the business office. Students had an opportunity to rotate through most of the work experiences. The program is for students lacking motivation for regular vocational programs at Jefferson High and were considered to be potential school dropouts.

Developmental Program in Reading and Study Skills

Southwestern Oregon Community College developed and operated a special reading and study skills program for entering community college students who had inadequate educational preparation to succeed in the regular vocational programs. Through diagnostic procedures the students' weaknesses are identified and the latest techniques and equipment are utilized to bring the students' verbal, comprehensive, symbolic, and perceptual skills to a level whereby they can enter and succeed in a vocational program.

Vocational Decision-Making

Under a grant from the U. S. Office of Education, the guidance department of Blue Mountain Community College has been engaged in an experimental program designed to assist college students in making more realistic educational and career decisions. The program includes group and individual testing as well as individual self-analysis by the student. Of major importance is an improved technique of providing occupational information needed by the student in making career decisions and an analysis of the decisions made by the student while in school and after leaving school. The program is also designed to test the effect of the counseling provided by the college, with control and experimental group receiving varying degrees of counseling and counselor influence. This program was initiated and carried on in cooperation with the director of the Research Coordinating Unit for vocational education, which is located at Oregon State University.

6. The Work-Study Program:

A procedure manual for the work-study program was developed early in the year and was sent to all community colleges and high schools in the state. The manual contained the necessary rules, regulations, and procedures for making application for work-study programs. The manual contained student eligibility, limitation of hours, and amount of compensation. This was determined to be $1.25 per hour. Suggested job areas and supervision requirements were listed. Steps for making application for the work-study program were outlined.

The work-study program got a slow start in 1964-65 due to the late funding. Only 42 students received work-study funds. Two other deterring factors prevented educational agencies from making application for the work-study program: (1) many community college students in need of the work-study program are older than the maximum age limit of 21, and (2) many of the local high schools applied for funds under the neighborhood youth corps Title IB of the Economic Opportunity Act of 1964. Apparently more funds were available through this source and there seemed to be fewer restrictions in making application for these funds.

Oregon's allotment for the work-study program for the 1965-66 school year was $247,689. Funds used during the academic year amounted to $90,188, and $143,765 was obligated to employ work-study enrollees on a full-time basis during the summer months.

Seven hundred twelve students participated in work-study programs during 1965-66 as follows: summer 1965, 5 community colleges and one high school with 178 participating students; 1965-66 school year, 6 community colleges and 6 high schools with a total of 534 participating students; summer 1966, 7 community colleges and 7 high schools requested funds for 534 additional students. This was approximately the number of participating students projected; however, there were fewer schools participating than anticipated.

7. Impact of Area Vocational School Construction Under Vocational Education Act of 1963:

Three community college building projects funded in 1964-65 were completed in time to accommodate classes in the fall of 1965. These new facilities in part replaced inadequate temporary facilities but primarily made available new vocational education opportunities at the post-high school level. All of the new facilities were used to capacity as soon as they were put into use. The 23 shops and laboratories and 9 classrooms included in the projects have an indicated capacity of slightly over 700 full-time day students but, due to the pressure of enrollments, are actually accommodating an estimated 900 students.

Construction contracts for two community college building projects being funded under the Vocational Education Act were let near the end of the 1965-66 year. Both of the buildings were designed specifically to accommodate vocational programs for which long-term needs had been identified.

The project for Blue Mountain Community College in Pendleton was planned to complement the building completed the previous year and permit bringing on one campus all vocational programs except for health occupations. The building provides shops or laboratories for instruction in welding, auto body work, power plants, fluid mechanics and power transmissions, heavy equipment maintenance, and machine tool processes. A physics laboratory for all vocational programs and a learning resource center with programmed materials, audio-visuals, and reference libraries for individual student use are also included. The project was eligible for $232,600 in federal funds, but only $100,000 was available. The facility will serve two counties in the Eastern Oregon area.

Portland Community College's project consisted of a three-story building designed primarily to accommodate the heavy shops of the trade and industrial education program. The construction is part of the first phase of building a new campus and will, for the most part, permit offering programs not presently available in public institutions in the area. Instructional areas include building construction, auto body, metal fabrication, welding, specialized automotive shops and laboratories, materials testing, machine tools, metals testing, and truck and heavy equipment. A feature of the instructional layout is the provision of learning resource rooms convenient to all instructional areas. This project was eligible for $739,500 of federal funds in contrast to the $500,000 available. The facility will primarily serve the Portland area, but will also accommodate students from the surrounding areas until such time as other institutions can offer equivalent programs.

Detailed planning was carried on during the year for two high school area vocational facilities, one as a department of a new high school in Portland and the other as a separate facility to serve the students of three public high schools and one private high school in the Milwaukie area. The local districts plan to request federal vocational funds for the projects in the first half of 1966-67. The funds to be requested are approximately double the amount it is anticipated will be available.

8. Additional Vocational and Technical School Facilities Constructed:

Complete information on construction projects carried on by the high school districts in the state is not currently available. Most new facilities serve a dual purpose in that they are used partly for vocational classes and partly for industrial arts and other non-vocational classes.

During the year seven high schools constructed new classrooms and shops for the agriculture programs. In addition, other agriculture education facilities have been provided, including greenhouses, small animal laboratories and nursery, forestry and land laboratories. These instructional facilities have greatly contributed to orienting the programs more closely to employment opportunities and have permitted offering the instruction to more students.

Corvallis High School constructed a new shop building that will replace inadequate vocational and industrial arts shops and provide for new instructional areas. The building will accommodate vocational programs in auto mechanics, agriculture, building construction, welding, electronics, and drafting. Federal funds were not available to participate in financing the project.

Near the close of the fiscal year Portland Community College began construction on two buildings which include instructional areas for vocational education programs. A "Business-Technology-Science" building will accommodate approximately 1340 vocational students: 800 in business education, 325 in technical education, and 215 in trade and industrial education. Of the total building area of 75,000 square feet approximately 70 percent is for vocational purposes and includes 20 laboratories and 13 classrooms. Occupations represented are drafting, office and clerical, electronics, instrumentation, appliance repair, and graphic reproduction. The second building is to serve primarily as a central heating and maintenance plant and includes 2,400 square feet of instructional area for 40 students in building maintenance and in landscaping. The facility is also planned to serve as a laboratory for practical work experience. Total area of the building is to be 21,900 square feet. Approximate total cost of the buildings will be about $3,000,000 and will be financed with state and local funds except for $622,000 provided under the Higher Education Facilities Act. The projects were eligible for approximately $630,000 of federal vocational funds; however, no federal funds were available.

Treasure Valley Community College constructed an additional building which included laboratory facilities for 35 students each in practical nursing, distributive education, and law enforcement. The area devoted to vocational education totaled about 2,500 square feet. Funds were not available for the institution's application for $51,000 of federal vocational funds.

9. Staffing of State Agency to Carry Out Administration and Supervision of State Planned Programs:

Staffing the State Department of Education with vocational education personnel has continued to be a major problem. This is due to a critical shortage of qualified personnel and low state salary schedules which are not too competitive with local educational agency salaries. Approximately one-half of the state vocational staff is new due to replacements and/or additions. Staff members were replaced in the following positions during the year: Business Education Supervisor, Distributive Education Consultant, Curriculum Consultant, and Agriculture Consultant. New positions added and filled during the year were a trade and industrial consultant and a health education consultant. All approved staff positions were filled by the end of the year.

One goal for 1965-66 was initiation of a comprehensive statewide leadership program for vocational education personnel. The vocational education staff of the State Department of Education has developed a proposal to provide a systematic program of leadership training for vocational education in Oregon. Oregon State University staff are consulting on the project. Revision of the proposal is currently being completed with initiation of a program planned for February 1967. Cooperation is being solicited from appropriate Oregon institutions of higher education and other agencies.

The staffing patterns of the Division were studied in order to provide more efficient leadership and service to local educational agencies. A suggested organizational chart was developed which provides for three major activity areas as follows:

1. Program planning
2. Program operation
3. Program services

The chart lists tentative responsibilities and activities with state staff assignments.

Provisions have been made for the staff of the Division of Community Colleges and Vocational Education to work closely with the Secondary Education staff of the Division of Instruction through the State Department of Education. Projects funded with federal vocational monies have been jointly reviewed by both staffs.

The two divisions are coordinating activities in the area of curriculum development, especially in orientation, exploratory, and related courses to occupational-centered curriculums. Other divisions within the department have assisted in program development and operation during the year. The Administrative Services Division has given technical advice and assistance in planning and implementing the record and report systems. The Special Services Division has assisted in providing coordinated guidance and counseling programs and has maintained certification approval standards. Professional assistance has been given by the Educational Development Division in reviewing research proposals and developing communication aides.

10. State's Activities in Strengthening Programs of:

a. Teacher Training

There were 380 secondary vocational teachers employed during the year which is an increase of 42 over the previous year. There were 498 post-secondary teachers in vocational preparatory programs which is an increase of 233. Teachers of adult education increased by 219 for a total of 709.

Teacher training programs in vocational education enrolled 554 in preservice training with 127 completing program requirements. This total includes office education which was added this year. The projected need for vocational teachers continues to be much greater than numbers presently enrolled.

Agriculture

Vocational Agriculture experienced one of its greatest shortages this year in that only 11 graduates completed their certification requirements for teaching vocational agriculture. This is less than one-half the present need. It has been necessary to employ 15 out-of-state vocational agriculture instructors and as of July 1, 1966, two teaching positions were still unfilled.

Eleven secondary schools cooperated with the School of Education at Oregon State University by making their schools available as practice teaching centers. The internship program for teacher education is becoming more important each year. This past year four students participated in the internship program. To help alleviate the teacher shortage an accelerated teacher education program was established during the 1966 fiscal year which qualified two additional persons for certification.

During the year, five in-service classes for vocational agriculture instructors were conducted throughout the state. In-service training demands were not adequately met due to the lack of state staff for planning and coordinating the in-service program. In addition to in-service classes, 31 vocational agriculture instructors participated in a two-week workshop for curriculum development.

Home Economics

The one institution meeting requirements for training vocational home economics teachers is Oregon State University. This year 41 students were registered for student teaching, with 38 of them graduating, as compared to the previous year's 73 student teachers. This drop was probably due to the rush of students to finish before the new certification laws became effective in October 1965. However, this has created a shortage of homemaking teachers for the current year. There is a definite shortage of teacher education personnel on the staff at OSU. Until additional staff members can be added, changes in the current program will be limited. Specialization in the development of new programs are needed to strengthen the teacher education programs in home economics.

In-service plans were made for the annual state homemaking teachers' conference which will be held August 22-24 in Portland. Preregistration indicates 100 to 120 homemaking teachers will attend the three-day program. Some time will be spent on long-range plans for home economics education in Oregon, as well as sharing of new teaching techniques.

The Oregon State University summer school offerings in home economics encouraged teachers to strengthen understanding of new programs to meet the needs of a changing society. One hundred sixty-five individuals enrolled in summer classes for either the four-week seminars or eight-week summer courses.

OSU also sponsored a three-day in-service continuing education program in the spring, with an area supervisor from California as consultant. Approximately 20 leaders in home economics education from two private colleges offering home economics education, the heads of department in four community colleges, and a city supervisor attended. Over 100 homemaking teachers participated in the full Saturday session. Emphasis was given to the development of wage earning programs, as well as to information relating to specialized units (i.e., Senior Homemaking non-lab. class).

A one-day workshop for adult teachers of home economics classes was held in Portland, with six clock hours of credit toward renewal of certification being given to over 80 instructors. Portland Public Schools provided an afternoon and evening fall in-service workshop for the 90 teachers in the city system. An interior designer, an architect, an electrical engineer, and the home economist from General Motors were the consultants for this program on living in the space age.

Requests by participants in two in-service training courses from one community college and adjoining districts resulted in a two-weeks summer workshop for teachers from the entire state. Twenty-three teachers attended this workshop in beginning and advanced clothing construction and methods of teaching adults.

Because of the shortage of instructors in Bishop Method of clothing construction, one community college offered two preservice training courses for adult teachers during the year.

One community college cooperated in three training sessions for Peace Corps trainees by providing facilities and help in planning and conducting classes in the home economics-related phases.

One teacher educator and one community college supervisor from Oregon participated in the Seminar for Home Economics Educators in Gainful Employment Programs. This was held in March at the Center for Research and Leadership Development in Vocational and Technical Education at Ohio State University. Two Oregon homemaking teachers attended the six-weeks Child Development Training Program for Vocational Homemaking Teachers workshop in Nebraska. The local districts in which these teachers work expect to develop extensive programs in child development with training in wage earning courses.

Distribution and Marketing

The state staff in cooperation with Oregon State University has developed a teacher education program for distributive education which will be initiated next year. One full time teacher educator for distributive education has been employed. This new program should be a great assist in helping expand distributive education programs in Oregon.

Office and Clerical

Office education was included for the first time this year in vocational teacher training. There were 149 enrollees in preservice training of which 24 completed program requirements. Nineteen of these were placed in secondary schools and the remainder took office jobs. It is anticipated that 28 more will complete program requirements next year; however, a greater number than this will be needed for high schools alone. Expanding office education programs in community colleges will need an additional number which will increase the anticipated shortage for next year.

An in-service workshop "Organization and Coordination of Cooperative Work Experience for Office Occupations Programs," was planned by the state staff. Twenty secondary office education teachers who were interested in cooperative work experience programs as they apply to office education through the Vocational Education Act of 1963 were enrolled.

Trade and Industry

The need for Trade and Industrial Education instructors continues to be much greater than the supply. During the year there were 194 preservice and 265 in-service part-time and full-time instructors enrolled in training programs.

Under the administration of the state staff and in cooperation with the State System of Higher Education, three new programs were initiated and offered during the year to keep both secondary and post-secondary teachers abreast with educational processes and developments. Such programs were "Siminar in Programmed Instruction," "Advanced Electronics Workshop for Technical Instructors," and "Instructional Television Techniques Workshop."

Two one-day workshops were held for 75 apprenticeship instructors at Oregon State University. Resource people from Oregon's universities and industries were used in presenting a very successful program. It is anticipated that this type of workshop will continue on an annual basis and be expanded to other apprenticeship programs.

Four quarterly in-service two-day workshops for 45 state fire training instructors were conducted. Major emphasis was placed on familiarizing instructors with new audio-visual techniques including 8mm single concept loop film. The pattern these workshops generally followed is to alternate: one session being devoted to production of

instructional materials, the other to teaching demonstrations using materials so produced.

In cooperation with the State System of Higher Education, three in-service workshops were conducted for 53 high school teachers to give them a background in cooperative work experience methods and procedures. Areas emphasized included the diversified occupations, distributive education, and office and business. Prerequisite to enrollment was eligibility for vocational certification.

Health Occupations

Cooperative planning between the state staff and the Oregon State Board of Nursing was initiated to develop a teacher education project of four one-week workshops for instructors of practical nursing beginning in 1967. The major objective of workshop series is to prepare the instructors to implement a patient-centered practical nursing curriculum. During the year there were seven preservice and nine in-service instructors enrolled in training programs.

The Oregon State Board of Nursing is planning to revise the minimum curriculum requirements for the practical nursing program. Through the involvement of the instructors in the workshop series, the Board of Nursing anticipates receiving recommendations to consider in planning the revision of curriculum requirements.

A representative advisory committee was appointed and activated to assist in planning, coordination, and implementation of the practical nurse teacher education project. This project will be closely correlated with a practical nursing curriculum improvement project which will be ongoing at the same time.

Teacher Education Study

All activities for the vocational and practical arts teacher education study directed by Dr. Borosage, Michigan State University, have been completed. Conclusions and recommendations are not available as Dr. Borosage is still in the process of completing the final report. Vocational teacher educators at Oregon State University and the staff of the Division of Community Colleges and Vocational Education cooperatively assisted in the study.

b. Vocational Guidance Programs and Services

Counseling and guidance services for the counseling, testing, follow-up, and placement of vocational education students was provided by local education agencies that received federal funds for operating vocational education programs. The personnel employed by the local educational agencies to carry out these guidance and counseling functions met the certification requirements pertaining to such personnel at high school and post-high school levels as outlined in the State Plan.

Several secondary schools developed plans to improve their vocational guidance programs by implementing instroduction to vocational education courses in which the students would be exposed to a large number of occupations and an exploration of the total world of work. Students would study the requirements and the expectations, the satisfactions and the rewards of a large number of occupations by large occupational groups.

There were 562 counselors employed during the year in 220 high schools. There were also 35 counselors employed in 10 community colleges. Teacher training institutions had 380 preservice and 450 in-service enrollees in guidance and counseling training programs. Eighty students completed minimum program requirements during the year. There still seems to be a shortage of guidance and counseling personnel in the state as over half of those that complete the program requirements are employed out-of-state.

Through the cooperative efforts of the Division of Continuing Education and the State Department a vocational guidance consultant has been secured for the purpose of working with both community colleges and high schools in problems pertaining to guidance and counseling. This program is carried on in cooperation with the Guidance and Counseling Service of the State Department and emphasizes vocational planning for Oregon youth.

c. Curriculum Development

The state staff assisted in the development of vocational education curriculum patterns at the secondary and post-secondary level institutions. Curriculum patterns, aimed at gainful employment, were developed in cooperation with the Division of Instruction and other State Department of Education staff. Persons representative of the occupations involved and personnel at the secondary and post-secondary level were utilized to assist in their development. The intent is to articulate the secondary school pattern to the post-high school offerings in the same instructional area.

The trend in this development pattern was toward a broad-based approach -- that is, a curriculum designed to prepare a student either for entry into, or continued post-high school education, in an occupation aimed at one of a group of closely related occupations. The curriculums were kept broad based at the high school level to provide more latitude and flexibility for entering one of several jobs in an occupational area in which a student had been trained. Students would be enrolled in these broad-based curriculums on the basis of their occupational objectives, interests, aptitudes, and abilities.

The state staff has developed a Guide for the Organization and Administration of Vocational Education Programs in Secondary Schools. The purpose of this guide is to assist school administrators in planning and developing vocational education programs and to encourage and promote inclusion of vocational education in the total program of

studies. General criteria and standards are outlined for approvable occupational preparatory programs as required by the Oregon State Plan for Vocational Education. The guide describes a suggested pattern for occupational education for various sizes of school and indicates the limitations of smaller school districts to offer a complete vocational education program. The guide explains the various aspects of cooperative work-experience programs as well as adult education supplementary programs. Included in this report is a description of various types of programs for youth with special needs.

Curriculum patterns developed during the year for secondary schools are as follows: Landscape Horticulture, Office Education, Electricity-Electronics, Graphic Reproduction, Building Construction, Health Occupations, Nursing, Marketing and Distribution Occupations, and Guidelines for Diversified Occupations Program. Curriculums developed in cooperation with the community college personnel were: Farm Equipment Service occupations, Associate Degree Nursing, Well Drilling, Log Scaler, and a certificate program for Custodians. The above programs are explained in more detail in Sections 2 and 3.

Home Economics

The state staff is developing a curriculum guide for the wage earning phase of the home economics program. The purpose of this guide is to further assist local districts in developing the programs recommended in the Guide for Organization and Administration of Vocational Education Programs in Secondary Schools, which is described under item 2. A brochure, "Home Economics Education Geared to Homemaking and Wage Earning" (see attachment #16), has been prepared as a preliminary step for helping teachers to interpret the total homemaking program.

A working draft of the handbook entitled Guidelines for Adult, Post-High School Home Economics Education was developed by a committee of adult homemaking instructors. At the one-day adult homemaking teachers' workshop over 80 teachers worked with the materials and received copies to use. Additional suggested course outlines are ready to be printed as supplementary working materials to be added to this handbook.

One community college is inaugurating a transfer credit program with the Division of Higher Education and has received approval of seven lower division courses in home economics through Oregon State University. As soon as the community college has its own facilities, additional laboratory courses will be added. It will be possible for girls to complete the first two years at the community college and transfer to OSU in any of the home economics majors.

The Portland Community College home economics supervisor has been on the Community Council Day Care Committee and the Metropolitan Committee for Advancement of Pre-School Education. As a result of these contacts, it is believed that the time is right for the

Portland Community College to seriously consider the development of a day care center to serve a triple purpose: (1) Facilities would be available for students to leave their children while attending school. (2) Students in child development courses and child care training programs would have a laboratory for observation and practice. (3) With all the new emphasis on preschool education, there seems to be a need for training of assistants and helpers for day care centers. One-and two-year programs will be developed in this field.

Agriculture

To enable agriculture instructors to provide effective instruction for a changing and dynamic agriculture, it has been necessary to develop a new curriculum for agriculture education. Through the cooperation of the teacher education staff, State Department of Education staff, and vocational agriculture instructors, an instructional pattern will begin with one year of "Agriculture Principles." This class, in most school districts, will be followed by a core of instruction in production agriculture and related mechanics, this being followed by specialty courses in Farm Operation and Management, Landscape Horticulture, Forestry, Farm Equipment Service, and Agricultural Service Occupations. The number of any specialty courses offered in any one school district will depend upon the needs of the students and the enrollment.

During the year a committee consisting of representatives of the Oregon Nurserymen's Association and vocational agriculture instructors was established to prepare courses of study in landscape horticulture for secondary, post-secondary, and adult education. Also, through the use of a state advisory committee, a curriculum was developed and approved for the farm equipment and service training program established at Lane Community College.

The annual conference for vocational agriculture education was conducted by the Agriculture Education staff. Approximately 130 secondary and post-secondary agriculture teachers, and numerous high school and community college administrators attended and participated in the program. New programs and self-evaluation guidelines in line with the expanded program serving off-farm agricultural occupations were presented.

Trade and Industrial

The trade and industrial staff worked closely with the Oregon State Apprenticeship Council and the Bureau of Apprenticeship and Training of the U. S. Department of Labor in developing curriculums for apprenticeship. Throughout the past year work has continued on the revision of the industrial maintenance apprenticeship curriculum, carpenter apprenticeship curriculum, as well as the preliminary development of a new curriculum for the heavy duty tractor and equipment mechanic apprenticeship, and consulting with the federal office of trade and industrial education concerning the truck mechanics apprenticeship curriculum to be developed on a national basis.

Health Occupations

Planning was in process last year to sponsor a curriculum improvement project at the state level beginning in the fall of 1966. The project was related to the practical nursing program and the development of a patient-centered curriculum guide. A qualified person has been hired full-time for the duration of the project to coordinate this activity beginning September 1966.

Present curriculums are mostly disease and/or procedure oriented. The current approach to teaching in nursing programs is patient-centered. A major change in the total curriculum pattern will be to establish a program so that all aspects, classroom and clinical practice, will coincide with the regular college calendar. Also, appropriate general education courses will be recommended for inclusion in the total curriculum pattern. At the conclusion of the project, it is anticipated that a comprehensive state curriculum guide for practical nursing will be published. The guide will demonstrate the patient-centered approach to teaching the nursing courses. This project will be closely correlated with the workshop series for practical nursing instructors.

Additional developmental work was done on the broad-based health occupations curriculum guide designed for use at the secondary level.

Business Education

Teachers enrolled in a Distributive Education Workshop participated in the development of materials for a handbook on work experience education, "A Guide to the Organization and Operation of Work Experience Education Programs." A consultant has been secured on a part-time basis to complete the handbook on work experience education and finish the development of the office occupation curriculum started last summer.

A consultant was appointed part-time to develop an outline for a comprehensive curriculum in a two-year secondary Distributive Education program. The overall development will be an articulated program in Distributive Education for a two-year post-secondary program. The post-secondary program would, in many cases, serve students that did not take Distributive Education in high school. The curriculum will encompass team teaching, flexible scheduling, and project-teaching for both preparatory as well as cooperative Distributive Education.

d. Describe the State's Activities in Strengthening Programs of Research, Leadership Training and Experimental, Developmental, and Pilot Programs

Research activities during the year have been directed toward continuing the studies of the needs for vocational education in selected geographic areas of the state. In addition to seven studies conducted on a countywide or inter-district basis in 1965, eight area studies were undertaken during the past year. The geographic areas in which the vocational needs were assessed are: Southwestern Oregon counties of Coos and Western Douglas; Clatsop and Tillamook counties; Central Oregon Area including all or part of five counties; Curry County;

Douglas County, Klamath County; East-Central Linn County; and the Gresham-Reynolds school district.

Either completed or in process are vocational education "need" studies in areas in which 70 percent of the population of the state resides. These studies are being carried out in close cooperation with the Oregon Department of Employment.

The major purpose of the area vocational studies was to determine the need for vocational programs in terms of (1) student potential for program enrollment, (2) employment opportunities in the area, and (3) the availability of existing vocational programs, facilities, and instructional personnel. The final report of the studies including findings and recommendations are being completed and are not yet available.

In addition to the area studies, a study to determine the feasibility of establishing an area vocational center in Jackson County was undertaken. This second phase study now being completed followed an assessment of the needs for vocational programs in Jackson County that was carried out last year.

Flexible Scheduling Study

The Department of Education assisted Benson and Girls Polytechnic High Schools in Portland in a study of the feasibility of developing and initiating a flexible scheduling pattern for these schools. The study was a cooperative venture between the Portland Public Schools and Stanford University as part of the Stanford School Scheduling System Project funded by the U. S. Office of Education and the Carnegie Foundation.

Statewide Study of Systematic Planning

Work has continued on the development of the Statewide Study of Systematic Vocational Education Planning, Implementation, and Evaluation Project funded under a grant supplied by the U. S. Office. The development of a workable system to cluster occupations with regard to common knowledges and skills required in related occupations has received major attention. The refinement and improvement of previously developed data gathering devices has also been continued. Plans have been made to continue in the coming year phase II of the project, that is, the utilization of the "system" in a selected geographic area. The Portland Metropolitan Area has been tentatively selected and plans are being made with the administration of the Portland Public Schools for carrying out the continuation of the project.

Vocational Education Research Coordinating Unit

The Vocational Education Research Coordinating Unit which is located on the Oregon State University campus continued servicing the vocational education program in the state through coordinated effort with the State Department of Education. The coordinating unit is

continuing in its service role in matters of research, development, implementation, and evaluation of vocational education in the state.

The major objectives of the Unit are:

* To identify research problems and researchable issues in vocational education

* To stimulate and encourage quality inter-disciplinary research with implications for vocational education research

* To develop procedures for dissemination of information pertinent to vocational education research and development.

* To encourage the implementation of research findings into education programs and practices

The coordinating unit has been utilized to review proposals for research projects submitted to the Department. The unit provides assistance in research design matters pertaining to the proposals. Work has been done by the Research Coordinating Unit on developing an information retrieval system for sorting, storing, and recovering data needed for vocational program planning. The development of the "data bank" supplements and augments for Oregon the information retrieval system being established at the National Center for Vocational Research at Columbus.

Diversified Occupations Materials Study

Plans were made to locate and identify instructional materials sources for classes related to the Diversified Occupations program that was revitalized during the year. The resource materials will be utilized and their use evaluated during the 1966-67 school year. The plan calls for projecting this development into the next year for the purpose of orienting instructors in other programs statewide.

Home Health Aides Need Study

A research proposal for a project designed to identify employment opportunities for Home Health Aides in the Central Willamette Valley has been developed. In addition to the identification of employment opportunities, the project will also be concerned with the analysis of the home health aide occupation in terms of the knowledges, skills, and attitudes needed by persons that will be employed in this occupation. One important feature of the proposal is the investigation of the effectiveness of the high school dropout in preparing and performing on the job in an effective manner. Included in the proposed project is an evaluation of the curriculum and the product of the curriculum - the student - in an on-the-job employment situation. It is planned that this project will be initiated at Lane Community College by January 1966.

Home Economics Pilot Proposal

A research consultant has been retained part-time to develop a model proposal for establishing an innovative pilot program at the secondary level in child development and family life. It is planned that several such pilot programs may be initiated in a number of the high schools during the coming year.

Vocational Agriculture Studies

Eight research studies dealing with vocational agriculture were completed during the year by graduate students at Oregon State University. In addition, a study to determine the employment opportunities and the needs in landscape horticulture was initiated by the state staff in cooperation with the Oregon Nurserymen's Association.

Leadership Development

During the year a training program for the development of an experimental leadership training program for Oregon was planned. This program, previously mentioned in part 9, was developed cooperatively by the staff of the State Department and the staff members of the School of Education, Oregon State University and the Division of Continuing Education, Oregon State System of Higher Education. The three agencies have appointed personnel to coordinate the leadership program. The plan, to be initiated during the 1966-67 fiscal year, incorporates leadership education and experience for persons active in vocational education for a number of years, those actively engaged in vocational education since the enactment of the Act of 1963, and those either persuing an education program designed to prepare them to serve more adequately as administrators and coordinators of vocational education.

e. Evaluation of Programs

The state staff has assisted local schools in evaluating vocational programs for the purpose of keeping programs up to date so that they might meet the needs of the labor market and to re-orient program objectives in light of the changing employment opportunities. School administrators in the state were encouraged to define goals or objectives of their vocational programs and to determine how well their vocational programs were meeting these goals. Local schools continue to use advisory committees as a means of evaluating effectiveness of their vocational programs.

The Division of Community Colleges and Vocational Education and the Statistical Services Division of the State Department of Education have been working together in gathering statistical data on vocational education programs. Plans are being developed in which electronic data processing equipment and procedures may be used to more efficiently and effectively compile and use the statistical data gathered.

State staff assisted local educational agencies by reviewing the curriculum plans and content of course outlines which must be submitted

before the curriculum or courses are offered by the institutions. Before these new programs can be initiated there must be assurance that a representative advisory group has been consulted that is knowledgeable as to the program needs. This procedure is utilized for determining program effectiveness for preparatory and supplementary offerings at the high school and post-high school level.

Plans have been developed during the year to set up an evaluation system which will measure accomplishments in relationship to broad goals. Plans include setting up goals in terms of funds and other resources available and developing standards and criteria for measuring accomplishments in relationship to the allocation of the various resources. Standards for measuring these accomplishments may be by determining if vocational programs are training the number of persons needed, or the number who need or desire training, and whether those trained are placed and find satisfaction in their jobs. The major problem in development of a system is in determining and developing ways to measure the accomplishments toward the goals and objectives established. A staff member has been assigned to work part-time with a committee in the development of this evaluation system.

11. Legislation Enacted that Affects Vocational and Technical Education in the State:

The Oregon State Legislature meets on a biennial basis and did not meet during this fiscal year. Therefore there was no legislation enacted during the year that effected vocational and technical education.

12. Activities and Cooperative Accomplishments with Other Agencies:

A cooperative working relationship has continued to expand and grow between the State Department of Education and many other public agencies, both federal and state. There has been a free exchange of information between the several agencies concerned with manpower needs, occupational information, vocational education programs, and other education needs.

The agreement between the Oregon State Board of Education and the Oregon State Department of Employment was made September 21, 1964, as required by the Vocational Act of 1963. The State Department of Employment is scheduled to complete the statewide skill surveys by September 1966, as mentioned in item 1. The State Department of Education plans to use this occupational outlook information to develop vocational education programs on the basis of clusters of occupations that have similar skill and knowledge requirements. The statewide survey includes information from 29 of Oregon's 36 counties and accounts for 94 percent of the total wage and salary employment in the state. Collecting data for this total statewide skill survey has been in the process for the last two years. Advance information on the survey has been supplied to the State Department of Education to be used on the local level as well as in planning statewide programs.

The State Department of Employment has been extremely cooperative in developing information in a form usable for educational purposes. This was made available for local, area, and county surveys that were conducted to

help develop local vocational education programs. The State Department of Employment has also provided the services of labor analysts and other consultants to assist in the collection of data on vocational education needs, to make occupational analysis, and to assist in outlining occupational clusters. A close working relationship continues between the staffs of the educational agencies both at the state and local level. Information concerning training programs, courses available in educational agencies, and information about persons being trained has been exchanged at the local level.

The Agriculture Education staff continued to work with many agriculture groups and organizations concerned with the development of agriculture education in Oregon. The Bureau of Land Management and private industry worked extensively with local school districts in developing forestry laboratories. The Oregon State Extension Service cooperated with teacher education and state staffs in conducting in-service training classes for vocational agriculture instructors.

The Home Economics supervisor has been a consultant to the Family Life Committee of the Governor's Committee on Children and Youth and has been a member of the planning committee for the biennial conference for the Governor's Committee on Children and Youth. This will be the first conference preparing for the 1970 White House Conference on Children and Youth and will develop its program in the family life and child development areas.

The Small Business Administration has made available program information and materials for distributive education workshops and distributive education educators at both the secondary and post-secondary level. The State Business Education staff worked with the Bureau of Labor in advising coordinators, teachers, administrators, teacher trainers, and university groups of the provisions of the state labor law and assists in distributing the various reports of the Bureau to the schools which offer cooperative work experience programs.

A closer working relationship and more frequent communication has been established with the Oregon State Board of Nursing, Oregon State Board of Health, and other related agencies. These organizations and groups have important contributions to make in assisting with the planning of health occupation programs.

The State Fire Marshal's office was authorized to offer fireman training in the state under previous legislation. Cooperative plans have been formulated to avoid duplication of effort. For example, it is tentatively planned to coordinate the training activities by having the Fire Marshal's office serve basic programs for volunteers concentrated on manipulative skills, and for the Department of Education, through community colleges, to place major emphasis on the preparatory programs.

A cooperative relationship has been maintained with many other agencies in the over-all guidance and direction of vocational programs. Such agencies are the State Real Estate Department, State Public Welfare Commission, U. S. Department of Agriculture, State Soil Conservation Service, and State and Federal Apprenticeship Agencies.

13. Outstanding Strengths and Weaknesses of the State Program:

An inherent strength of the vocational program in the state is a strong determination on the part of a significant number of state and local educators to accept the challenge that is facing vocational educators and to capitalize on the provisions for improving the role of vocational education made possible by the enactment of the Vocational Education Act of 1963.

Another strength is the cooperative interest and attitude between the personnel of the various divisions within the State Department and the staff of the Division of Community Colleges and Vocational Education that will make optimum utilization of the Act.

A major strength is the cooperative development of new vocational curriculums with personnel from high schools, community colleges and the state staff. There has been a persistence to develop these curriculums based on employment needs and to articulate the various vocational programs between high school and post-high school levels.

Still another strength is the interest that educators, leaders in business, agriculture, industry, and the general public have shown in participating in projects of investigation, development, demonstration, and pilot programs. These projects are designed to promote and demonstrate quality vocational education for persons needing such education.

Another strength of the state program has been the preparation of teachers who are willing to accept, expand, and improve instructional programs to meet current employment needs in their occupational area.

The extent of activity of the various vocational service programs differs at high school and post-high school levels. Agriculture, distribution and marketing, office education, and home economics have strong programs at the secondary level with less emphasis being given at the post-high school level. Trade and industrial education has more extensive programs at the post-secondary level with a limited number of high school programs. Plans for vocational programs in these weak areas were developed during the year.

A major weakness continues to be the shortage of quality vocational administrative supervisory and instructional personnel at all levels, state and local. Personnel for vocational guidance and research and development is also very limited.

Another major problem is the lack of adequate facilities and equipment for programs. The tremendous number of students seeking vocational education at the post-high school level is forcing school administrators to seek various types of temporary rented quarters. Many programs are running a late afternoon and evening program in high school facilities. This problem should be reduced if the construction budget submitted for the next biennium is approved by the Legislature.

The teacher education programs at Oregon State University have prepared quality vocational education instructors. However, the quantity of

instructors needed in all vocational areas at both high school and community colleges levels is woefully lacking.

14. Youth Organizational Activities as They Relate to Vocational Education:

Youth organizations continue to be an important activity of the vocational education programs on the high school level.

Many Oregon youth are provided leadership experiences in a meaningful context. The organizations assist in providing needed status to occupational education programs. Major activities of FFA, FHA, and DECA clubs continue to support vocational education programs as explained below:

Future Homemakers of America

The Oregon Association of Future Homemakers of America, an integral part of the regular homemaking program, had a total membership of 3,908 in 1965-66.

The nine state officers began plans for the two-day state meeting at the annual summer executive council meeting in August. One day of the executive council meeting was spent working with the 14 district officers and their advisers who represent the seven FHA districts in Oregon. Thirty people participated in this one-day training session.

The twenty-first birthday of the Oregon Association was celebrated at the annual state FHA meeting held on the Oregon State University campus, April 1 and 2. This meeting was attended by 390 delegates representing 114 chapters. Using the theme "Building Your Future," four goals were developed: (1) Ability to plan worthwhile programs of work; (2) Better understanding of career opportunities; (3) Appreciation of citizenship opportunities; and (4) Better communications with family members. Speakers included a former Oregon Assistant State Supervisor who pointed out ways chapters can build better programs of work; Oregon's Secretary of State who spoke on lowering the voting age to 18; an OSU faculty member who made delegates aware of the vast differences between opportunities for youth in the United States and in other countries; and the internationally famous speaker, Dr. John Furbay.

Elected to office at the 1965 national FHA meeting in Philadelphia, a member of the Oregon Association served as National Vice President of Pacific Region for 1965-66. She was Oregon's eighth national officer and represented the Future Homemakers of America at the AHEA national convention in San Francisco in June.

Future Farmers of America

The Future Farmers of America in Oregon has continued to be an integral part of the total agricultural education program. This past year girls were allowed to participate in district and state activities that do not lead to national contests.

Approximately 1,000 delegates, vocational agriculture teachers, parents, school administrators and other friends of the FFA attended the FFA

State Convention. A delegation of 140 FFA members, vocational agriculture instructors and guests from Oregon attended the National Convention in Kansas City.

A new awards program for Agricultural Placement was initiated to recognize students who have demonstrated outstanding performance and achievement in occupational experience programs.

Future Farmers of America chapters throughout the state made contributions to the statewide fund drive to build the $300,000 agricultural building at the Oregon Museum of Science and Industry.

A summer leadership camp was initiated and proved to be of merit which has prompted an increase in youth participation this year.

Distributive Education Clubs of America

Distributive Education Clubs of Oregon (DECO) had 19 clubs and 557 members.

A serious look has been taken at the growth rate of DECO to determine why Distributive Education was attracting only slightly better than one-third of their total 1,422 students into DECO. Many activities were conducted during the year to expand DECA in Oregon, including a conference with Mr. Applegate, Executive Director of DECA, Washington, D.C. It appears that these activities will increase and strengthen Distributive Education in Oregon within the next year.

A meeting of the DECO Board of Governors was held in Salem in April and it was recommended that the State Constitution be completely revised. A rough draft has been completed and the finished copy will be available this fall. The new Constitution will provide much more opportunity for individual members to accept and exert leadership responsibilities.

Five meetings of the State Officers were held during the year in Salem for the purpose of coordinating state activities and developing the State Leadership Conference. The Conference was held in Salem March 25 and 26. Eighty awards, sponsored by Sears-Roebuck Foundation and the Retail Clerks were presented to the participants of the leadership events. Participating students, local and state businessmen, school administrators and association guests attended the Awards Banquet Saturday evening, March 26, 1966. Newspapers throughout the state gave generous coverage of the Conference.

Fifteen Oregon delegates attended the National Leadership Conference of the Distributive Education Clubs of America held in Chicago. Three teacher coordinators of Distributive Education also attended the Conference, supervising the delegation during its stay.

Oregon had two national contest winners at the Chicago Conference. Two DECO members represented the state association on the Oregon Youth Council, attending monthly meetings at Salem and Portland.

15. Vocational Education Advisory Committee Activities:

A State Vocational Education Advisory Council consisting of 15 members was appointed by the State Board of Education during 1965. One meeting was held during that year to review the vocational education needs and programs in Oregon and to explain the purpose and responsibilities of the Advisory Council to the State Board.

The Council met four times during the year and reviewed aspects of the Oregon Vocational Education program including high school, post-high school, and adult education. Some of the items that were discussed by the Council and upon which they made specific recommendations are as follows:

1. High school vocational education programs in general
2. Associate Degree Nursing program for community colleges
3. Building construction criteria
4. Research projects
5. Guidelines for organization and administration of vocational education programs
6. Vocational guidance for vocational education programs
7. Biennial Budget for 1967-69

It is anticipated that these recommendations and many of the recommendations the Council will make in the future will definitely influence the expansion and improvement of public vocational education in the state.

All high school and community college vocational education programs are expected to have and use advisory committees. A function of these committees is to review local programs and recommend needed program improvements to the local educational agency vocational education. They may make recommendations concerning improvement and expansion of curriculums, facilities and equipment, and over-all organization of programs.

Many new vocational education programs that have statewide implications were developed with the assistance of statewide advisory committees. State advisory committees helped develop new vocational education programs in the following occupations areas:

1. Fireman
2. Law Enforcement
3. Practical Nurse
4. Marine and Dairy Technicians
5. Agriculture Equipment
6. Service Occupations
7. Landscape Horticulture Occupations

There was one regional advisory committee for diversified occupations involved in implementation of a program on a cooperative basis in four high schools. It is anticipated that as new curriculums are developed for specialty areas having statewide occupational needs, additional state advisory committees in these various areas will be used.

A P P E N D I X

TABLE I

ENROLLMENT IN VOCATIONAL EDUCATION 1962-63 to 1965-66

YEAR	TOTAL Prep Sec*	TOTAL Prep P-S**	TOTAL Suppl	AGRICULTURE Prep Sec	AGRICULTURE Prep P-S	AGRICULTURE Suppl	DISTRIBUTION Prep Sec	DISTRIBUTION Prep P-S	DISTRIBUTION Suppl	HEALTH Prep Sec	HEALTH Prep P-S	HEALTH Suppl	HOME ECONOMICS Prep Sec	HOME ECONOMICS Prep P-S	HOME ECONOMICS Suppl	OFFICE Prep Sec	OFFICE Prep P-S	OFFICE Suppl	TECHNICAL Prep Sec	TECHNICAL Prep P-S	TECHNICAL Suppl	TRADE & INDUSTRY Prep Sec	TRADE & INDUSTRY Prep P-S	TRADE & INDUSTRY Suppl	TRADE & INDUSTRY Appr
1962-63	11,827	2,166	18,603	4,215	-	899	839	-	704	-	433	336	6,583	-	8,724	-	-	-	-	965	84	190	768	6,044	1,812
1963-64	13,592	2,395	19,188	4,817	-	762	810	7	902	-	454	287	7,807	-	9,542	-	-	-	-	1,109	38	158	825	5,856	1,801
1964-65	23,705	4,027	17,087	5,314	34	774	1,252	76	521	45	418	129	7,648	-	8,297	3,537	964	1,133	-	1,475	80	909	1,060	4,474	1,679
1965-66	24,820	4,703	20,661	6,289	72	1,062	1,404	75	416	59	436	293	7,471	-	8,205	3,467	1,472	1,436	-	1,311	86	1,130	1,337	6,834	2,329

TABLE II

INSTRUCTORS IN VOCATIONAL EDUCATION 1962-63 to 1965-66

YEAR	TOTAL Prep Sec*	TOTAL Prep P-S**	TOTAL Suppl	AGRICULTURE Prep Sec	AGRICULTURE Prep P-S	AGRICULTURE Suppl	DISTRIBUTION Prep Sec	DISTRIBUTION Prep P-S	DISTRIBUTION Suppl	HEALTH Prep Sec	HEALTH Prep P-S	HEALTH Suppl	HOME ECONOMICS Prep Sec	HOME ECONOMICS Prep P-S	HOME ECONOMICS Suppl	OFFICE Prep Sec	OFFICE Prep P-S	OFFICE Suppl	TECHNICAL Prep Sec	TECHNICAL Prep P-S	TECHNICAL Suppl	TRADE & INDUSTRY Prep Sec	TRADE & INDUSTRY Prep P-S	TRADE & INDUSTRY Suppl	TRADE & INDUSTRY Appr
1962-63	220	138	662	100	-	61	30	-	17	-	15	11	83	-	180	-	-	-	-	123	4	7	***	389	
1963-64	227	125	614	103	-	43	29	4	17	-	17	8	88	-	159	-	-	-	-	104	4	7	***	383	
1964-65	338	264	490	110	6	39	43	4	5	2	19	6	92	-	139	70	58	1	-	76	1	21	101	299	
1965-66	380	498	709	116	18	42	35	3	14	3	33	9	91	-	191	111	125	61	-	106	5	24	213	387	

* Secondary
** Post-Secondary
***Included in Technical P-S

TABLE III

ENROLLMENT IN VOCATIONAL EDUCATION
1955-1966

YEAR	TOTAL		Agriculture		Distribution		Health		Home Economics		Office		Technical		Trade & Industry		
	Prep[1]	Suppl[2]	Prep	Suppl	Prep	Suppl	Prep	Suppl	Prep	Suppl	Prep	Suppl	Prep	Suppl	Prep	Suppl	Appr[4]
1955-56	12,204	21,322	3,918	816	553	552	-	-	5,715	11,009	-	-	-	-	2,018[3]	7,383	1,562
1956-57	11,312	20,910	3,913	1,003	560	757	-	-	5,987	13,549	-	-	-	-	852	3,809	1,792
1957-58	11,860	20,785	3,837	1,441	522	1,242	61	-	6,641	12,534	-	-	-	-	799	3,836	1,732
1958-59	12,247	22,872	4,248	1,246	531	1,470	310	40	6,166	12,888	-	-	144	-	848	5,606	1,622
1959-60	12,891	22,811	4,195	1,297	697	1,287	350	143	6,255	12,490	-	-	483	156	911	5,483	1,956
1960-61	12,586	20,720	3,953	993	785	1,330	357	341	5,974	11,087	-	-	638	180	879	5,093	1,726
1961-62	13,730	19,563	4,067	1,080	787	340	441	154	6,580	9,253	-	-	912	107	943	6,938	1,691
1962-63	13,993	18,603	4,215	899	839	704	433	336	6,583	8,724	-	-	965	84	958	6,044	1,812
1963-64	15,987	19,218	4,817	762	817	902	454	287	7,807	9,542	-	-	1,109	38	983	5,856	1,801
1964-65	27,732	17,087	5,348	774	1,328	521	463	129	7,648	8,297	9,501	1,133	1,475	80	1,969	4,474	1,679
1965-66	29,523	20,661	6,361	1,062	1,479	416	495	293	7,471	8,205	9,939	1,436	1,311	86	2,467	6,834	2,329

1 Preparatory
2 Supplementary
3 Includes enrollment for Oregon Technical Institute
4 Apprenticeship